



TONKAWA

Lesson Seven

Describing Things with Colors

*Prepared for:
The Tonkawa Indian Tribe of Oklahoma*

*as part of the
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PRONUNCIATION GUIDE

SHORT VOWELS

a = about, above

e = bed, met

i = it, hid

o = on-ward, ongoing

u = put, push

LONG VOWELS

a• = saw, call

e• = hey, they

i• = field, wield

o• = own, bone

u• = yule, rule

CONSONANTS

c = church, chair

h = Standard English

k = Standard English

l = Standard English

m = Standard English

n = Standard English

p = Standard English

s = Fluctuates between ship, and sip

t = Standard English

w = Standard English

x = Like the German Bach, ich

y = Standard English

' = Glottal Stop

VOWELS

Tonkawa vowels are pronounced with both long and short duration. Short vowels are indicated by the English equivalent. Long vowels are indicated by a dot (•) following the vowel, ie. a•, e•, etc. No two vowels ever occur next to each other in Tonkawa; vowels are always separated from one another by one or two consonants.

CONSONANTS

Tonkawa consonants referenced above are: H, K, L, M, N, P, S, T, W, Y, and are pronounced as in standard English. The consonant C is pronounced like the initial of church or chair. The consonant X is pronounced like the German CH as in Bach with a strong KH sound. The raised (') also a consonant, is called a glottal stop

and is pronounced by momentarily closing and opening the air flow in the throat like in the utterance of 'uh-'oh, the English warning expression.

The English consonants B, D, F, G, J, R, V, Z do not appear in Tonkawa.

SYLLABLES

Each syllable of a Tonkawa word must begin with a consonant and, if possible be composed of consonant plus vowel plus consonant. Where there is a series of sounds like CVCVC, the first syllable will be CV, the second, CVC.

If only one consonant (C) comes between vowels (V), it will be the initial of the following syllable. If two or more consonants (C) come between vowels (V), the first consonant (C) will go with the preceding syllable, and the remaining consonants (C) will go with the following syllable.

STRESS OR ACCENT

Stress is evenly distributed in Tonkawa. Each syllable received substantially the same accentuation. Words of two syllables tend to be pronounced with a slightly greater stress on the last syllable. Words of two syllables or more usually have a slightly greater stress on the next to last syllable.

Intonation appears to have little or no impact upon meaning.

Describing Things with Colors

Goals: This lesson teaches the student how to use words which describe a name word by color — *a blue book, a white carpet, or the blue book, the white carpet*, for example.

How to proceed: Follow the procedures given in Steps 2-12 of Lesson 1 in the order in which they are given. Also remember to use the grammar patterns and vocabularies from the earlier lessons as well as the new materials of this lesson.

THE GRAMMAR PATTERN: *Describing Words*

1. English: This is a (describing word) (name word)

For example: This is a red chair

Tonkawa: **Te•la** (name word) (describing word) **-la ye•we'**

For example: **Te•la yelansamoxla ye•we'**

2. English: This is the (describing word) (name word).

For example: *This is the red chair.*

Tonkawa: **Te•la** (name word) (describing word) **-a•la ye•we'**

For example: **Te•la yelansamox'a•la ye•we'**

THE BASIC WORDS: There are no special *Basic Words* for this lesson.

THE TOPIC WORDS SET: *Some Animals*

black	capxew / kaxaw
blue	x'aton
brown	makiksay'axko•k
dun-colored	makay
gray	c'apol
green	x'aton / xasis'eypic
Light-colored	say'axko•ok
orange	makik
red	samox
white	maslak
yellow	makik

PATTERN DRILL SUBSTITUTION

These words do not have to be taught in any particular order.

This is a black bear.

Te•la nencopankaxawla ye•we'

This is the black bear.

Te•la nencopankaxaw'a•la ye•we'

This is a blue bird.

Te•la ko•l'ax'atonla ye•we'

This is the blue bird

Te•la ko•l'ax'aton'a•la ye•we'

This is a brown dog

Te•la 'ekwanmakiksay'axko•kla ye•we'

This is the brown dog

Te•la 'ekwanmakiksay'axkok'ala ye•we'

This is a dun-colored fish

Te•la neswal'anmakayla ye•we'

This is the dun-colored fish

Te•la neswal'anmakay'a•la ye•we'

This is a gray coyote

Te•la ha•csokonayc'apola ye•we'

This is the gray coyote

Te•la ha•csokonayc'apol'a•la

This is a green alligator

Te•la xe•cwalx'atonla ye•we'

This is the green alligator

Te•la xe•cwala'aton'a•la ye•we'

This is a lighted-colored chair

Te•la yelansay'axko•okla ye•we'

This is the light-colored chair.

Te•la yelansay'axko•k'a•la ye•we'

This is an orange carpet

Te•la nawlanmakikla ye•we'

This is the orange carpet

Te•la nawlanmakik'a•la ye•we'

This is a red bird (cardinal).

Te•la ko•l'asamoxla ye•we'

This is the red bird

Te•la ko•l'asamox'a•la ye•we'

This is a white

Te•la ha•csokonykwa•lowmaslakla

This is a yellow shirt

Te•la hesanko•nmakikla ye•we'

This is the yellow shirt

Te•la hesanko•nmakik'a•la ye•we'

CONVERSTIONAL PRACTICE: Encourage the students to participate in spontaneous and inventive conversation of their own making, using as many of the words and grammar patterns of the current and previous lessons as possible. Such practice should involve the entire class and should continue for at least ten minutes

